R E P O R T R E S U M E S

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LANGUAGE CAMPS IN THE UNITED STATES.

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A SUMMARY IS GIVEN OF AN INFORMAL SURVEY MADE OF STATE FOREIGN LANGUAGE SUPERVISORS TO DETERMINE THE EXTENT AND NATURE OF LANGUAGE CAMPS IN THE UNITED STATES. DATA FROM QUESTIONNAIRES RETURNED BY THE SUPERVISORS REVEALED INFORMATION ABOUT THE NAMES AND LOCATIONS OF 12 SUMMER CAMPS, PERTINENT DETAILS OF EACH PROGRAM, SPONSORING INSTITUTIONS, DATES HELD, AND THE NAMES AND ADDRESSES OF DIRECTORS. THIS ARTICLE APPEARED IN "THE DFL BULLETIN," VOLUME 6, NUMBER 4, MAY 1967, PAGES 5-8. (AB)

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ment in general vocabulary or reading comprehension after instruction in prefixes and roots for 30 days, ten minutes a day. The students were tested by ability to interpret meaning of unfamiliar words containing the elements taught. Only those of high intelligence showed a statistically reliable gain in ability to interpret new words. As foreign language teachers we have understandably become disillusioned as to the value of the dictionary as a vocabulary-building tool. It is heartening to learn that reading teachers have shared our feelings.

Serra, in 1953, surveyed research results and came to the conclusion that a method in which the teacher supplies a definition, explains it, and illustrates its use is superior to one in which the student uses the dictionary for himself. In summary, a number of hypotheses and a warning in connection with problems of vocabulary development can be offered, the hypotheses being adapted from a report of Gray in 1951: (1) Reading vocabulary becomes permanent vocabulary only if it is transformed to writing, speaking, and thinking vocabularies. (2) Teachers should constantly direct their students' attention to words — to appropriateness of the author's choice of words, to accuracy of meaning, to the power of words in appealing to the various senses. (3) Teachers should offer more than one choice when a word is required so that pupils may practice selecting the exact word. (4) Reading material must contain unknown words to afford practice in extending word meaning, but the number of new words should not be great, and material with numerous context clues should be used.

The warning comes from no single source but simply from the accumulation of experience in observing reading teaching and in teaching reading in both the mother tongue in foreign languages, as well as from observation of the behavior of enthusiasts for one method or another. That is, that reading, like all language skills, is a very complex form of human behavior. It is not possible for us to classify simply all of its various elements and to prescribe a procedure which will be

Language Camps in The United States

by Eileen C. Bouniol
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In the past decade, considerable effort has been made to advance foreign language study in the United States. The creation of summer language camps for elementary and secondary school children can be considered part of this total effort. These camps attempt to provide youngsters experiences in a foreign language while living in an atmosphere much like that of a foreign country. In other words, the camp is a kind of "cultural island" or closed community where an attempt is made to immerse children in a language and culture, first of all by creating a setting which simulates a foreign locale and secondly by exposing participants as much as possible to a language, both in classes and in all other usual summer camp activities. The majority of the camps are directed and sponsored by educational institutions, are usually non-profit, are of from two to three weeks duration and most often use rented camp site facilities, such as a Scout, Campfire Girl or church camp. Participants are not necessarily required to have had previous language training.

A summer experience in a language camp can be of value not only to the children participating in them but also to language teachers, high school and college students (including foreign students) for whom camp experiences as aides, counselors and instructors can be highly rewarding. High school students, usually with one year of language study, are often employed as aides to the camp directors or deans and help with many of the administrative tasks. The aides, too, live in an atmosphere much like that of the country whose language they are studying and have opportunities daily to hear and speak the language in the camp. A proportion of the teacher-counselors are often cadet teachers or foreign students wishing to prepare themselves for teaching languages in our public schools. For the spring graduate about to embark on a career as an elementary or secondary school language teacher in the fall, what better way to prepare himself for this event than to act as a teacher-counselor in a camp situation? It will enable him to become better acquainted with the characteristics of different age groups and their needs and interests while he has master teachers to show him how to develop materials to fit these needs and interests. Furthermore, he can learn more of the language he is to teach as it is spoken day by day. Experienced language teachers, whether

another.

Some of the areas of investigation which would be helpful to the foreign-language teacher would be similar to those which have preoccupied reading specialists in American schools, such as readability formulas, the value of direct and incidental vocabulary study, the use of the dictionary in vocabulary building, the effectiveness of the study of word structure, and the transferrability of recently learned vocabulary into new contexts. There are, however, other areas of investigation which have not concerned teachers of English. Some examples of these are the teaching of idiomatic expressions, teaching for the recognition of cultural clues and data as they occur in readings, correlations between reading ability in the native language and in the foreign language, factors predicting success in the reading of a foreign language, and so on. Many areas of concern will arise as investigation proceeds.

For the present, we should recognize that we have only begun to question our s in the teaching language. Unless to develop new n, to test them nd to report our have failed to aspect of cur- began with such rld War II and ocess of develop-

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CAMPS (Cont.)

in public schools or in colleges and universities, can spend part of their summer profitably and enjoyably acting as master teachers. They, too, can have the opportuninty to practice the language they teach through constant daily exposure to it.

Where can one find out about such language camps? Although a few articles have been written describing local language camps, there seems to have been no study made of their extent and nature throughout the United States. To gain some idea of the location and nature of these camps for the benefit of those students and teachers who might be interested either in participating or teaching in them, an informal questionnaire eliciting data about language camps in the various states was sent to each state foreign language supervisor or consultant. The data requested were the name and location of camps in the state, language studied, sponsoring institutions, length of camp sessions, dates held or to be held, and the name and address of the director. Fifty questionnaires were sent out; thirty-six state supervisors responded. No data were obtained, however, for fourteen states (Ala., Alaska, Ariz., Del., Mich., Miss., Neb., N.Y., N. Dak., Pa., R.I., S. Dak., Tex., Wyo.) either because no state language consultant exists in the state, no reply was made to the questionnaire, or questionnaires (two) were returned with no identification as to state. From the thirty-six questionnaires returned, it was found that in ten states language camps have been held, or are to be held in the summer of 1967 and probably in succeeding summers.

The data contained in the questionnaires which were returned yielded the following information. It would be possible for students or teachers interested in participating in a language camp to find one within reasonable distance in many areas of the country: on the East coast, Maine and Vermont; in the South, Arkansas and Louisiana; in the Midwest, Minnesota, Wisconsin, Indiana and Kansas; and in the West, Idaho and Oregon.

The Eastern camps in Maine and Vermont differ somewhat from those described above in that they are not necessarily sponsored by language education groups, they have permanent, often elaborate camp sites and buildings and usually have sessions lasting from four to eight weeks. Les Chalets français (Deer Isle, Maine) and École Champlain (Lake Champlain, Ferrisburg, Vermont) are old, well established French summer camps for girls, the latter founded in 1924, the Chalets français in 1937. École Arcadie, a co-educational summer school in French held in Bar Harbor, Maine, was founded in 1959 and incorporated as non-profit in 1960.

The Chalets français have an eight-week session for girls five to eighteen. In addition to the usual summer camp activities, campers have the opportunity of learning French as a living, vital language. With daily French classes, general French conversation, the singing of French songs, French books, the continuous contact with fluent French speaking counselors, French becomes an important part of each camper's life.

École Champlain, founded by Dr. Edward Collins and Professor de Visme of Middlebury College, attempts to give girls an opportunity to acquire conversational French as naturally and as easily as French children do, while enjoying wholesome out-of-door camp life through sports activities. The École Champlain project of creating a cultural camp on the French-in-play motif has been tested by many years' experience. The school has an eight week session opening about July 1 and is for girls eight to sixteen years of age only.

On the other hand, École Arcadie (Bar Harbor, Maine) is a co-educational summer school for secondary school students twelve to nineteen years of age who wish to perfect their oral, aural and reading abilities in the French language. All applicants must have completed at least one year of French. Throughout both the six and four week sessions only French is spoken at the school by the faculty and the students. The honor system is employed to ensure that the students speak French even among themselves.

Of more recent vintage than the ones on the East coast just described are the Minnesota Concordia College Language Camps, the Waldland German Language Camp in Wisconsin and the Indiana Hanover College Spanish Camp. To the Concordia College Language Camps can probably go the honor of pioneering language camps sponsored by non-profit language education groups in the Midwest. The first camp took place in the summer of 1961 by a lake in west-central Minnesota; seventy-five boys and girls went there to study German. Ensuing summers brought ever-increasing interest so that now there are nine camps (all located in Minnesota), four additional languages taught (French, Norwegian, Russian and Spanish) and an enrollment of several hundred students (744 in 1966) coming from more than thirty-eight states. The length of the present camp sessions is two weeks, usually in August.

For each language, two sessions are held, one for boys and girls nine to twelve, the other for youngsters thirteen to seventeen. Although the camp sites now used are rented from other institutions, plans are being made for the establishment of a complex of language villages, each independent and autonomous, with buildings and facilities reflecting the architecture of the appropriate nation or culture. An 800 acre site with three miles of lakeshore has been selected for this purpose near Bemidji, Minnesota.

To Minnesota perhaps also goes the honor of another pioneer language camp — the one for children in culturally deprived areas sponsored by the Minneapolis Public Schools in June and August, 1966, with a federal grant of $25,000 under Title I of Public Law 89-10. The participants came from four Minneapolis junior high schools in which there has been little or no foreign language offered. These four junior high schools qualify for aid under the poverty formula used to determine schools eligible for it under Title I of Public Law 89-10. In addition, seventh and eighth graders from parochial schools in culturally deprived areas were also eligible to be participants. The proposal submitted for the federal grant suggested that larger numbers of students in culturally deprived areas might benefit from foreign language instruction if they were stimulated first to become interested in other languages and cultures in a language camp. The camps were held in two two-week sessions with forty students taking part in each camp — twenty-four girls and sixteen boys. The site, located about 150 miles northwest of the Twin Cities, was rented for the two sessions from a church group.

Other Midwest camps sponsored by language education groups are the Waldland German Language Camp in Wisconsin and the Hanover College Spanish Camp in Indiana. The former is held yearly for two weeks in August in Antigo, Wisconsin. Here campers are boys and girls from age nine to thirteen. There will be no camp session in summer, 1967, however. The Hanover College Spanish Camp (Una aventura en México) was first held in August, 1966, under the sponsorship of Hanover College with a grant from the Indiana Language Program. The two week session in the Group Camp Facility of Lincoln State Park, Lincoln City, Indiana, was devoted to instructing junior high school students in the Spanish language. The camp site was imagined to

be a miniature Mexico with each cabin named for a different state of the Mexican republic to aid in the instruction of regional differences in geography, sports, crafts, costumes, folk music, etc. Participants were eleven to fifteen years of age and had to be pupils in any public or private school in Indiana or residents of Indiana who were students in private schools outside the state. Although no previous foreign language experience was required to apply, preference was given to those students who had had experience in Spanish in the elementary school and to those who would be able to continue their study of Spanish at the junior or senior high school level. A total of about 123 campers participated. Another similar camp is to be offered during the summer of 1967 and, hopefully, in following summers.

Two first-time language camps are to be sponsored in the summer of 1967 by educational institutions in the Midwest and in the South. The University of Kansas Spanish Camp, a new affiliate of the 1200-student Thirtieth Annual Midwestern Music and Art Camp, will be held for six weeks from June 18 to July 30, 1967 at the University of Kansas in Lawrence. Enrollment will be limited to 144 high school students with two or three years of Spanish and an average grade of B. The camp will offer a complete program of enriched instruction in Spanish with opportunities for improvement of the skills of language and for appreciation of the cultures of Spain and Latin America. The participants will be housed in the Spanish wings of three new dormitories on the Lawrence campus. The Arkansas state language consultant has informed us that a language camp is being planned for Harrison, Arkansas, in the summer of 1967, but no definite details are as yet available, so far as we know.

In another southern state, Louisiana, the Evangeline Parish School Board proposes to conduct a four-week educational and recreational bi-lingual day camp during the summer of 1967 for forty ten and eleven year old bi-lingual boys and girls of the area, using the State Park facilities of Camp Chicot in Evangeline Parish. The goals of the project are to install in the Acadian child a keen understanding of Louisiana's cultural and historical background, to develop in the student an appreciation of his bi-lingual ability, to reduce and gradually eliminate the stigma attached to the term "Cajun" (corruption of the word Acadian) and to provide an orientation to the study of French which will be continued in the Evangeline Parish schools during the following school year. It is hoped that if this pilot project is successful, it will be continued the following summer on a larger scale at the parish and/or regional level.

For interested students and teachers in the West, there will be language camps in summer 1967 in two states, Oregon and Idaho. For the first time last summer, August 14 to 27, 1966, the Oregon Museum of Science and Industry in Portland sponsored two two-week camps at Camp Lingua on the slopes of Mt. Hood. Instruction was given in French and German in a camp situation to make learning easy and effective. The basic purpose of the camp was to provide a "little Europe" where the student could live in a situation similar to that provided in the country itself. The age level for both boys and girls was twelve to seventeen, and no previous knowledge of a language was required. French and German will again be the languages offered in the 1967 camp, and it is hoped in future camps to group the children from twelve to fourteen for one session and the older children from fifteen to seventeen in another two week session.

INFORMATION ON PROGRAMS ABROAD

The Council on Student Travel
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New York, N.Y. 10017

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A Title III Project for summer language camps under Public Law 89-10 has been approved for Idaho in 1967. In a letter dated January 19, 1967, Marjorie Boyd, Consultant, Modern Foreign Languages for Idaho, states, "Students who are completing their first year of language study in eighth, ninth or tenth grades will be screened by their teachers; then, those students deemed eligible by their teachers will be invited to participate [in the camps] and this will be at no cost to the student. The basic purpose of these camps is to see if we can instill enough enthusiasm in the students to lessen the dropout rate between levels one and two. Hopefully, we will engender enough interest so that these participants will continue their study into the third and fourth levels." It is presumed that the students in question will be from the state of Idaho. Three two-week camps in French, German and Spanish will be held from July 23 through August 20 in Sun Valley, Idaho.

In conclusion, then, although our informal study did not attempt to give a total picture of the language camp situation in this country, perhaps students and teachers interested in participating in such camps this year or in the future will be able to use the information contained in this article. It is apparent that language camps can serve many needs and can contribute much to the advancement of language study in the United States. Elementary and secondary school pupils who have participated in language camps are more likely to continue their language studies in high school and college. There is a good chance too that parents who wish to see their children continue in the language will bring pressure to bear on school systems to initiate foreign language programs or expand existing ones.

In addition, the need of language majors, foreign students and cadet teachers to gain further practice in the language or to teach it in an informal, relaxed atmosphere is well met with a language camp experience. Public school and college teachers can spend a rewarding and enjoyable summer acting as master teachers. Moreover, language education groups in any state can initiate camps not only for the reinforcement of language study *per se* but also as a possible means of finding solutions to problems in language teaching. Perhaps other school districts could follow the lead of the Minneapolis schools and sponsor camps for culturally deprived children in their areas. Other states might take a cue from the Idaho Title III camps which will attempt to find a remedy to the dropout rate between levels one and two in high school language study, a problem which is by no means exclusive to the state of Idaho. A language education group like Hanover College might wish to call for financial support from programs similar to the Indiana Language Program to initiate language camps.

States like Maine, Arizona, and California, for example, with many bilingual children in their public schools might be interested in conducting summer camps modeled on the Louisiana Evangeline Parish bi-lingual camp.

CAMPS (Cont.)

Whatever the groups sponsoring language camps may be, all can make a vital, much needed contribution to the advancement of language study.

There follows a list of directors or other persons to whom inquiries may be sent by those who are interested in participating in, or obtaining information about, the camps described above:

Arkansas:
Harrison High School Language Camp — Mrs. Virginia Nickels, Harrison High School, Harrison, Arkansas.

Idaho:
Summer Language Camps (Title III Project) — Mr. Alvin L. Buzzard, Professor of German, College of Idaho, Caldwell, Idaho.

Indiana:
Hanover College Spanish Camp — Mr. Robert Trimble, Hanover College, Hanover, Indiana.

Kansas:
University of Kansas Spanish Camp — Mr. Ermal Garinger, Blake Annex, University of Kansas, Lawrence, Kansas.

Louisiana:
Evangeline Parish Bi-lingual Summer Camp — Miss Audrey Babineaux, Assistant Supervisor of Modern Foreign Languages, State Department of Education, Baton Rouge, Louisiana.

Maine:
Les Chalets français (Deer Isle, Maine) — Mrs. Elsa N. James, 1024 Westview Ave., Philadelphia, Pa.
École Arcadie (Bar Harbor, Maine) — Dr. Richard T. Gott, École Arcadie, Bar Harbor, Maine.

Minnesota:
Concordia College Language Camps — Concordia College, Moorhead, Minnesota.
Minneapolis Public Schools Camps for children from culturally deprived areas — Mr. Jermaine D. Arendt, Consultant in Foreign Languages, Minneapolis Public Schools, Minneapolis, Minnesota.

Oregon:
Camp Lingua — Camp Registrar, Oregon Museum of Science and Industry, 4015 S.W. Canyon Rd., Portland, Oregon.

Vermont:
École Champlain (Ferrisburg, Vermont) — Mr. and Mrs. Claude-Alain Schaetz, Ferrisburg, Vermont.

Wisconsin:
Waldland German Language Camp — Dr. Erhard M. Friedrichsmeyer, Department of German, University of Minnesota, Minneapolis, Minn.

A SUMMER LANGUAGE ACTIVITY SCHOOL

by Gerhard M. Wilke
Springfield Public Schools
Springfield, Massachusetts

John Foster Dulles once said, "It is important that Americans should get more familiar with modern foreign languages. The United States today carries new responsibilities in many quarters of the globe, and we are at a serious disadvantage because of the difficulty of finding persons who can deal with the foreign language problem."

Theoretically, of course, our schools and colleges can provide the depth of foreign language called for by the late Secretary of State. Practically, however, even nine years after the passage of NDEA, students enrolled in even a third or fourth year of high school modern language make up a small minority of the total who begin language study. In addition to the simple lack of time in a two-year course it is probably the hothouse atmosphere of the traditional classroom that often stymies rapid progress by the learner. Language is meant to be a part of life. It thrives when associated with meaningful experience and is relatively meaningless when trapped between the pages of a textbook.

With the advent of the Elementary and Secondary School Act of 1965 and its particular interest in fostering exemplary instructional programs, we in Springfield began to develop guidelines for a summer activity program that would provide intensive language instruction plus the invigorating contact with native speakers of foreign languages and their cultures. Our project design was funded by ESEA for summer 1966.

In selecting staff we carefully sought out teachers with a high degree of competence in listening, speaking, reading and writing skills plus unusual knowledge of applied linguistics, culture and civilization and foreign language teaching methods and techniques. In addition, one native speaker was assigned to each teacher as an aide.

Students were able to qualify for the program if they had completed two levels of the target language or the equivalent. Originally, it was intended that they be selected on the basis of ability and promise using the LA and LB forms of the MLA Cooperative Foreign Languages Tests as a measuring instrument. Recommendations from language teachers, guidance counselors, and principals were required.

In practice this first year, we had to forego using the tests for selection because it was too late from a practical point of view to administer them. We had to rely entirely on the recommendations from language teachers, guidance counselors, and principals.

In another year I would urge others to try to bring any and all qualified students together in a central location or locations and administer either the LA or LB form of the MLA Cooperative Foreign Language Tests. This will help eliminate misunderstandings that otherwise might arise. Directions, for example, given to teachers, counselors, and principals are easily misinterpreted, and often lead to misunderstandings.

The tests would prove invaluable, therefore, as a basis for selection. They should, however, not be the only criteria for the selection of students.

Originally we selected about 10% of the Springfield school population who had completed the equivalent of two levels of foreign language study. That means we selected approximately 75 French students, 30 Spanish students, and 15 German students to participate in the six-week summer immersion program.

For various reasons, such as previously made summer plans, work, vacation, lateness of notification, only 73 enrolled by the end of June, 1966.

Of this number, 55 enrolled in the French section, 10 in the Spanish, and 8 in the German.

When we started school on July 5, 1966, we found 56 in attendance. Most of the others called or gave reasons in writing why they were not going to attend. Reasons included lack of trans-